

**MANAGEMENT IMPLEMENTATION OF SCHOOL PROGRAM POLICY DRIVING
IN REALIZING THE PROFILE OF PANCASILA JUNIOR HIGH SCHOOL STUDENTS**
(Case study at SMP Negeri 283 Jakarta and SMP Global Islamic School Jakarta)

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ABSTRACT

Implementation of the Driving School Program Policy is an effort to realize the Pancasila Student Profile through improving the quality of learning. The aim of this research is to determine the implementation of policy implementation management in the two schools that are the research locations, namely SMP Negeri 283 Jakarta and SMP Global Islamic School Jakarta with various supporting and inhibiting factors. The approach used is qualitative with a case study research method. Data collection uses interview, observation and documentation techniques. Data analysis uses the Miles and Huberman technique, namely: data reduction, data presentation and data conclusion. The results of the research in these two locations illustrate: that management implementation of school program policies is the driving force in realizing the Pancasila student profile, implemented in school management and learning management policies in accordance with G.R.'s management theory. Terry (2011), namely: planning; organizing; implementation; assessment and evaluation. The conclusion of this research shows that the implementation of the driving school program policy has not been implemented optimally due to several obstacles, including; school policies, teacher competency, school resources, parents, infrastructure, and partnerships. To overcome these obstacles, the results of this research provide input as a solution for educational units and related parties in efforts to improve the realization of the Pancasila student profile.

Keywords: Policy, Driving School Program, Pancasila Student Profile.

INTRODUCTION

Implementation of the driving school program policy is a realization of government policy in the field of education. The Driving School Program is an educational reform policy with learning reforms starting from internal changes in schools, especially school principals and teachers. In general, the concept of the driving school program is to encourage the transformation process of educational units so that they can improve student learning outcomes holistically, both in terms of cognitive (learning process) and non-cognitive (character formation) competencies in order to realize the Pancasila Student Profile. Implementation of the Driving School Program (PSP) in educational units will encourage various kinds of participatory, unique, creative,

collaborative programs and many innovations in literacy and numeracy culture and other things. This is in line with Ki Hadjar Dewantara's educational concept: 'The principle of independence which means that humans are given freedom from Almighty God to regulate their lives while remaining in line with existing rules in society'. Ki Hajar Dewantara also emphasized that: 'students must have a soul' in the sense of being independent physically and mentally as well as in their behavior, and based on teachers who have a soul: *Ing Ngarso Sung Tuladho, Ing Madyo Mangun Karso, Tut Wuri Handayani*.

In this context, educational units must carry out their role to build an ecosystem that supports improving the quality of education through the learning process. Stakeholders at the educational unit level, especially school principals and teachers, must continue to develop themselves to improve the quality of the learning process so that student learning outcomes continue to improve. Quality or the quality of education is an important capital that will support the progress of a nation. The progress of a nation can be measured by the quality and existing education system. Without adequate education, a country will be far behind other countries. If we look at the results, the quality of education in Indonesia today is very worrying. This is proven based on UNESCO data in the Global Education Monitoring (GEM) Report in 2016, the quality of education in Indonesia is ranked 10th out of 14 developing countries, while the quality of teachers in Indonesia is ranked 14th out of 14 developing countries in the world (Utami, 2019). One of the causes of the low quality of education in Indonesia is the centralized curriculum and the lack of creativity of educators in guiding their students, making the portrait of education increasingly gloomy. A curriculum that is only based on government wishes without paying attention to the needs of society. What is even more worrying is that education has not been able to produce quality graduates who reflect students with Indonesian personalities who are not only academically intelligent but also have Pancasila character.

Globalization also has an influence on the emergence of various problems in the field of cultural education and living arrangements in society. There is an erosion of cultural values, a decline in the sense of nationalism and patriotism, a loss of kinship and mutual cooperation, a loss of self-confidence, and a shift in life behavior that is not in accordance with Eastern customs. In the field of education, many students are affected by bad things due to easy access to communication from the digital world. Interest in learning decreases, enthusiasm for achievement is sluggish, and behavior that deviates from etiquette and norms is widely practiced. They interact with unfamiliar language, have a disrespectful attitude towards teachers, often engage in bullying, like fighting and even brawls between students. The nation's noble values which serve as guidelines for people's lives are starting to be eroded by the introduction of new values which are more easily and freely accessible via the internet without any limits.

Data shows that social media is the content on the internet that is most accessed by Indonesian people in the 2021-2022 period. Based on a survey by the Indonesian Internet Service Providers Association (APJII), 89.15% of respondents accessed this content when surfing in cyberspace. APJII noted that there were 210.03 million internet users in the country in the 2021-2022 period. This number increased by 6.78% compared to the previous period which amounted

to 196.7 million people. Looking at age, the highest internet penetration rate is in the 13-18 year age group, namely 99.16%. The second position is taken by the 19-34 year age group with a penetration rate of 98.64%. (Ali Mahmudan, APJII 2022).

Undirected use of the internet will result in the unfavorable development of future generations. Especially if the world of education does not immediately respond and initiate policies that have dynamic future dimensions. Current conditions alone show that, based on UNESCO data in the Global Education Monitoring (GEM) Report in 2016, the quality of education in Indonesia is ranked 10th out of 14 developing countries, while the quality of teachers in Indonesia is ranked 14th out of 14 developing countries. is in the world. One of the causes of the low quality of education in Indonesia is the centralized curriculum and the lack of creativity of educators in guiding their students, making the portrait of education increasingly gloomy. (Utami, 2019)

In responding to the conditions above, apart from the role of educational units, the role of parents and family is very strategic because it is in the family that education is first obtained by students. Developmental theory explains that humans from the prenatal period to adulthood in their development are greatly influenced by the conditions of their families. This is in accordance with what Ki Hadjar Dewantara said, that the family is the best place to carry out individual education and social education, so it can be said that the family is a place of education that is more perfect in nature and form than other educational centers for carrying out intelligence education. character and as a provision for social life. (Dewantara, 1977)

The condition is that parents who are busy working and carrying out various activities from morning to evening and even until night do not have time to pay attention and supervise children learning or playing, thus making most children have low motivation to learn. Parents who educate their children with a neglectful parenting style, namely a parenting style where parents are not actively involved in their children's lives due to being busy at the office or busy because of their position or career, make children anxious and stressed and emotionally tend to withdraw. (K. Syahrini et al. 2015).

In other conditions, many parents live in middle to lower economic conditions, so many things have an impact on children. Family economics is closely related to children's learning. Children who are studying, apart from having their basic needs met, for example food, drink, clothing, health protection, also need learning facilities such as study rooms, tables, chairs, lighting, stationery, books and so on. These learning facilities can only be provided if parents have enough money. If a child lives in a poor family, the child's basic needs are not met so that the child's learning is disrupted. Another consequence is that children are always overwhelmed by sadness so that children feel inferior to their friends, this will also definitely interfere with children's learning. (Slameto, 2010)

The government as the highest authority and the party responsible for the nation's citizens, especially the nation's next generation, certainly sees this phenomenon. Including various other educational problems that are still homework, such as: 1) educational disparities

between regions; 2) three big sins of education; 3) low teacher competency test results; and 4) students' achievements that they cannot be proud of. Through the Ministry of Education, Culture, Research and Technology, the government is carrying out educational transformation as an answer to the problems above while anticipating challenges and adapting to the era of society 5.0. by instilling values in the learning process.

Law Number 20 of 2003 concerning the National Education System article 8 (eight) explains: "the community has the right to participate in planning, implementing, monitoring and evaluating educational programs". Still in the same law, article 9 (Nine) explains: "the community is obliged to provide resource support in the implementation of education". Learning that has previously placed students as objects is transformed into subjects so that they can actualize themselves according to their competencies. The goal is for students to focus on positive things that can be developed about themselves.

Through the driving school program, the education unit implements the Minister of Education and Culture Decree Number: 162/M/2021 into school policy in the form of a learning policy. Differentiated learning, which is oriented towards the individual competencies of students, was developed in order to achieve maximum learning quality and shape the character of Pancasila students. The educational unit is improving by structuring and managing learning in accordance with the principles and principles of driving schools. Data-based management becomes a reference and the implementation flow becomes a choice that must be made so that school governance and management can be held accountable. Through the initial assessment stage, which takes pictures of students' real conditions, followed by the learning process to assessment and evaluation, it is the school's obligation to carry out this process. So schools must manage management as proposed by GR. Terry: starting from the planning stage, organizing, implementing, to the supervision stage. In a measurable and structured manner the learning process is carried out in the form of activities: 1) intracurricular; 2) co-curricular; 3) extracurricular; and 4) non-curricular.

The results to be achieved from this program policy are: building and realizing the character of students who have 6 (six) dimensions of the Pancasila student profile towards achieving and superior students according to the competencies possessed by each individual. Armed with an initial assessment (non-cognitive diagnostics), teachers can implement differentiated learning so that students receive learning services according to what they need. Competency development is also carried out with real practice through the Strengthening Pancasila Student Profile (P5) Project activities, with the principles: 1) holistic; 2) contextual; 3) focuses on students; and 4) exploratory. With the four P5 principles, students can develop competence through self-actualization, collaboration and ability exploration packaged with learning activities in the classroom and celebrations outside the classroom.

The learning process, which is dominated by student activities, does not necessarily reduce the role of teachers and school principals. In fact, as students' abilities increase, teachers are required to create, provide and facilitate learning with innovation, creativity and adequate

facilities. Likewise, school principals, together with teachers and school human resources (HR) must be able to create a school atmosphere as a miniature family, a miniature society, and a miniature life of the nation and state. Teachers and school principals as learning leaders must be able to encourage the ongoing transformation of education and the learning process. Teachers and school principals are able to create conditions that lead to efforts to maximize learning development and character strengthening both formally and informally.

RESEARCH METHODOLOGY

This research uses a qualitative approach to describe the problems and research focus. Qualitative methods are social research steps to obtain descriptive data in the form of words and images. This is in accordance with what Lexy J. Moleong (2014) stated, that the data collected in qualitative research is in the form of words, images, and not numbers. A qualitative approach is research that displays assessment procedures that produce descriptive data in the form of written or spoken words from people and observed behavior. In this case, the researcher interprets and explains the data obtained from the informants, so that the researcher gets answers to problems in detail and clearly. The data set in this research uses primary data and secondary data. Primary data was collected through interviews, observation and documentation, while secondary data was collected through literature reviews, articles, journals and official internet sites.

The targets of this research include: 1) government policy; 2) principal policy; 3) duties of teachers and school principals; 4) the role of students' parents; infrastructure; and the role of students. Data collection uses grids, guidelines and guides that are prepared so that the information extracted can be portrayed in a complete and real way. Data collection was obtained directly from locations with real research objects (natural settings). This data can provide meaning. At the same time, it can be described in a comprehensive and complete manner regarding the management of policy implementation for the driving school program at SMP Negeri 283 Jakarta and SMP Global Islamic School Jakarta.

RESULTS AND DISCUSSION

The first Driving School Program policy was implemented in 2020 through Minister of Education and Culture Decree number 1177/M/2020 and was applied only to schools designated as driving schools. As a policy applied to an educational unit, its implementation becomes the policy of the educational unit. SMP Negeri 283 Jakarta and SMP Global Islamic School Jakarta are 2 (two) educational units of 14 junior high schools (SMP) in DKI Jakarta and 2 of 514 junior high schools in Indonesia designated as generation 1 (first) driving schools. Starting from the different status between state schools and private schools, of course they have advantages and disadvantages as well as different backgrounds, but in this research the emphasis is more on policy implementation. The results and discussion of the research are as described below:

a. Results and discussion of State Middle School 283 Jakarta

There are several main things in implementing the PSP policy at SMP Negeri 283 Jakarta. First: learning policies that lead to the quality of learning; second: policies to increase the competency of teachers and school principals which leads to improved services to students;

third: policy of improving infrastructure, leading to adequate school facilities; fourth: partnership policy, leading to collaboration with various agencies/institutions; fifth: policy of synergy with parents and school committees which leads to the formation of a student learning climate that continues to be improved.

First; Learning policy: Policy implementation is based on the results of work deliberations between school principals, teachers and school committees, the results of which are outlined in the Educational Unit Operational Curriculum (KOSP), which contains National Education Standards (SNP) which are implemented through the Annual Work Plan (RKT). Furthermore, the RKT is implemented in the following activities:

1. Planning

In planning, first: the school first carries out an environmental analysis and explores strengths and weaknesses as a basis for determining the school's vision, mission and goals; second: division of teaching duties and additional duties (job description); third: determine a schedule of intracurricular, co-curricular and extra-curricular learning activities for 1 (one) semester; fourth: making teaching materials according to the independent curriculum; fifth: designing competency development activities for school principals and teachers; sixth: initial assessment preparation (cognitive and non-cognitive diagnostics); seventh: preparing formative and summative assessments; eighth: preparing facilities and infrastructure.

2. Organizing

In the organizing stage, the school internally follows up on the clauses that have been prepared in the planning. The school principal organizes by directing the duties and responsibilities of each existing sub-unit. The principal also determines the teachers involved, including the teacher who is responsible for the activity. Externally, the school principal builds communication and cooperation with parents of students, school committees, the school community, and various government and private institutions or agencies (BNN, Police, KPAI)

3. Implementation

In carrying out activities Learning is divided into various types of activities:

a) Intracurricular activities: learning activities in class during differentiation-based learning hours, namely learning by serving each individual according to their level of ability. This includes affirmation students with special needs categories. The learning process is carried out in a pattern that is student-oriented or centered. Implementation of the independent curriculum by using Teaching Modules as a substitute for Learning Preparation Plans (RPP) as new teaching materials prepared by teachers. This differentiated learning is still a problem for teachers. Serving students with different abilities cannot yet be done optimally. Understanding just one aspect, namely learning styles (auditory, visual, kinesthetic) and then applying it, teachers need grouping

strategies, audio and visual facilitation. Not to mention understanding participants in other aspects: psychosocial, interests, abilities and other aspects.

b) Co-curricular activities: activities carried out outside of class during learning hours based on character strengthening. Various activities are carried out: shaking hands and kissing hands, morning practice 15 minutes before studying, literacy, tadarus for Muslims and worship for non-Muslims, healthy Friday and clean Friday.

c) Extracurricular activities: activities carried out outside the classroom and outside study hours based on strengthening individual character and abilities in achieving achievements. There are three groupings of extracurricular types implemented, namely: 1) Krida: Scouts, PMR, Paskibra; 2) Sports and Interests: Volleyball, Basketball, Futsal, Pencak Silat, Choir; 3) Religious: Rohis/Rohkris, Marawis, and BTQ.

d) Roots Indonesia Activity: this activity is a program of the Ministry of Education and Culture as an effort to eradicate 3 (three) educational sins, namely: bullying, intolerance and sexual violence. The school was facilitated by training three teachers as change facilitators. The facilitator then held training for 30 students who were potential agents of change with activities: delivery of material, discussions, simulations and celebrations. The aim of this activity is so that 30 students can become role models in practicing kindness in everyday life both at school and outside school.

e) Project Activities for Strengthening the Pancasila Student Profile (P5): this activity is designed to carry out concrete actions in implementing the 6 (six) dimensions of the Pancasila Student Profile). Students are directly involved in implementing this action, starting from determining sub-themes, designing activities, implementing activities, to celebrating. The teacher acts as a facilitator and collaborator in preparing material by collaborating across subjects.

f) Counseling Guidance Services (BK): students receive individual and classical guidance services and individual and group counseling services. In counseling services, the problems faced by students are very complex, ranging from problems at the child's developmental stage to family and psychosocial problems. Family conditions in the lower middle class economy often affect students' learning and psychosocial behavior.

4. Assessment

The assessment stage in the learning process is carried out by evaluating learning outcomes regarding students' ability to accept, understand, appreciate and actualize them in daily practice. Evaluation of students is carried out through: formative assessments, summative assessments by subject teachers and Computer-Based National Assessments (ANBK) including: Minimum Competency Assessment (AKM), character surveys and learning environment surveys. ANBK is carried out by the Ministry of Education and Culture and the results are in the form of an Education Report. The assessment for the Strengthening Pancasila Student Profile (P5) Project is carried out by the school through the project team with time adjusted to the implementation. In the ANBK format, this

assessment is carried out using a sampling model. Of the total number of students, 216 were represented by 45 students who carried out the assessment.

5. Supervision

Supervision or monitoring activities regarding the implementation of learning are carried out through evaluation of processes involving the teacher's ability to carry out learning that can be accepted, understood, internalized and actualized in daily practice by students. Evaluation of teachers is carried out through supervision and the Performance Appraisal System (SKP) by the school principal which is forwarded to the Merdeka Mengajar Platform (PMM). This stage also causes problems. Teachers are busy with pursuing certificates, not teaching students. To get a certificate with weight 32 JP (lesson hours) must document the learning process or take part in certified activities (workshops, seminars, technical guidance).

Second ; policy to increase the competency of teachers and school principals: apart from being implemented by schools through In House Training (IHT), this policy is also implemented by the Ministry of Education and Culture, the Center for Teacher Mobilization (BBGP), the Learning Quality Development Agency (BPMP), the Center for Educational Training and Development (P4) , expert trainers, and other related institutions. Increasing teacher competency will have an impact on improving the quality of learning which will determine learning outcomes

Third ; policy to improve infrastructure: providing adequate facilities for the learning process is a necessity. Facilities are a determining factor in whether a learning process is carried out or not. So the provision of infrastructure is carried out in addition to using the BOS/BOP budget as well as support from education observers, parents and Corporate Social Responsibility (CSR).

Fourth ; partnership policy: namely establishing cooperation with: Community Health Center, TMII, Dispora, BNN. Fire Department, Transportation Department, etc. Partnerships are built to provide services to students according to individual needs.

Fifth: relationship policy with parents and school committees: in this case building a shared strength base in creating a school with a safe and comfortable atmosphere for students. This atmosphere will ensure that the learning process runs well. Parents and school committees are always involved starting from policy preparation, program planning, implementation, to evaluating school programs. The problem that occurs is: most parents do not understand that education is a shared responsibility. On the other hand, family problems do not support the student's learning process.

b. Results and Discussion of Global Islamic School Jakarta Middle School

The implementation of the driving school program policy at GIS Jakarta Middle School is managerially the same as at State 283 Middle School Jakarta, and it could even be said that this is the case in all driving schools throughout Indonesia. This is because the driving school program policy was launched with direct intervention from the Ministry of Education and Culture. There are 5 (five) types of intervention, namely: 1) Consultative and Symmetrical

Assistance; 2) Strengthening Human Resources; 3) Learning Using a New Paradigm; 4) Data Based Planning; and 5) School Digitalization.

When viewed in substance, the research results show that there are several differences between locus 2 and locus 1, which have added value. Below are the differences implemented at SMP Global Islamic School Jakarta, including:

1. Planning: in this stage of program preparation involves the foundation, withincludes superior school programs known as the 4 Pillars of GIS, namely: academic, Islamic, global and leadership education.
2. Organizing: in this stage the school organizes additional activities related to the 4 pillars of GIS by placing competent and linear teachers in their fields.
3. Implementation: in this stage the learning program is supplemented with a GIS curriculum which concerns 4 pillars, namely:
 - a) Indonesian language, English Classroom Instructions and Islamic enrichment programs;
 - b) Co-curricular enrichment: Co-curricular enrichment is carried out by developing activities to develop the 4 pillars of education, such as: PG-K: City tour, introduction to professions, school culture.
 - c) Junior High Program: Field trip, Islamic holiday celebrations, book report, research paper.
 - d) Religious understanding is given based on the Qur'an and Sunnah without being affiliated with a particular sect.
 - e) The inculcation of the Islamic religion is carried out in an integrated manner in intracurricular activities, both in thematic learning materials and the habituation of religious practices and good deeds. Example: inculcating religion in extracurricular activities is done by repeating daily prayers, short letters and listening to exemplary stories during circle time (in the morning). Getting used to the practice of worship and good deeds is carried out by practicing daily prayers, midday prayers at the mosque (every first week), giving alms and wearing Muslim uniforms every Friday.
 - f) Religious inculcation in co-curricular activities is carried out by developing various activities such as Hajj rituals, breaking the fast together, Muharram parades, and birthday fairs as strengthening Islam.
 - g) Counseling Guidance Services: is an individual guidance service relating to students' personal, social, learning and career development problems. Provided by school counselors by prioritizing the understanding function, prevention function, repair function, maintenance and development function.
4. Assessment is carried out by evaluating activities. Apart from using formative and summative assessments, there are 2 other assessments or evaluations, namely:
 - a) Entrance Test Evaluation
Based on the results of the researcher's observations, the implementation of the entrance test at Global Islamic School Middle School is as follows:

- (1) Psychological tests: namely a series of tests carried out by psychologists to assess psychological constructs, such as the cognitive and emotional functions of prospective students.
 - (2) Academic test: namely a general knowledge test limited to Grade 6 Primary curriculum material which is carried out online (computer based test). covers several subjects, such as: Indonesian, English, Mathematics, Science.
 - (3) Interview Test: namely an English interview test by a teacher prospective students to obtain information about the personal profiles of prospective students.
- b) Curriculum Evaluation: carried out based on the results of learning evaluations carried out reflectively, namely:
- (1) Daily evaluation, carried out individually by the teacher after learning based on anecdotal notes during the learning process, assessment and reflection on the achievement of learning objectives. The results of this evaluation are used to improve the learning plan or Teaching Module the following day.
 - (2) Evaluation per learning unit, carried out in groups (team teaching) after one learning unit or theme is completed. These results are used to reflect on the learning process, achievement of objectives and make improvements or adjustments to the learning process and teaching tools, namely the flow of learning objectives and teaching modules.
 - (3) Per Semester Evaluation, carried out in groups (team teaching) after one semester is completed. This evaluation is carried out based on learning reflections and student assessment results which have been submitted in the student learning results report.
 - (4) Annual Evaluation, is a reflection of the achievements of the graduate profile, school goals, mission and vision of the school. The evaluation of the Global Islamic School Middle School curriculum is carried out by the school curriculum development team together with the school principal and school committee as well as other parties who have collaborated with the school. The evaluation is carried out based on data that has been collected in learning evaluations, the results of the Principal's supervision, reports on Subject Teacher Conference activities, student work results and student and parent questionnaires. Information that is balanced and based on this data is expected to be used as evaluation material to further improve the quality of school services to students, increase achievement and cooperative relationships with other parties.

5. Supervision

Supervision is carried out by evaluating, mentoring and developing the pedagogical and professional competence of Global Islamic School Jakarta Middle School teachers carried out internally by the education unit to ensure that learning goes according to plan to achieve the set goals. This process is managed by the Principal and/or teachers who are deemed capable of carrying out this role. Evaluation, mentoring and professional development are carried out in stages and independently so that there is continuous quality

improvement in the education unit, in accordance with the capabilities of the education unit. In providing mentoring and professional development, the emphasis is on reflective principles and self-development for teachers, as well as using clear and measurable assessment tools. The mentoring process is designed according to needs and carried out by the Principal and/or competent teachers based on the results of observations or evaluations.

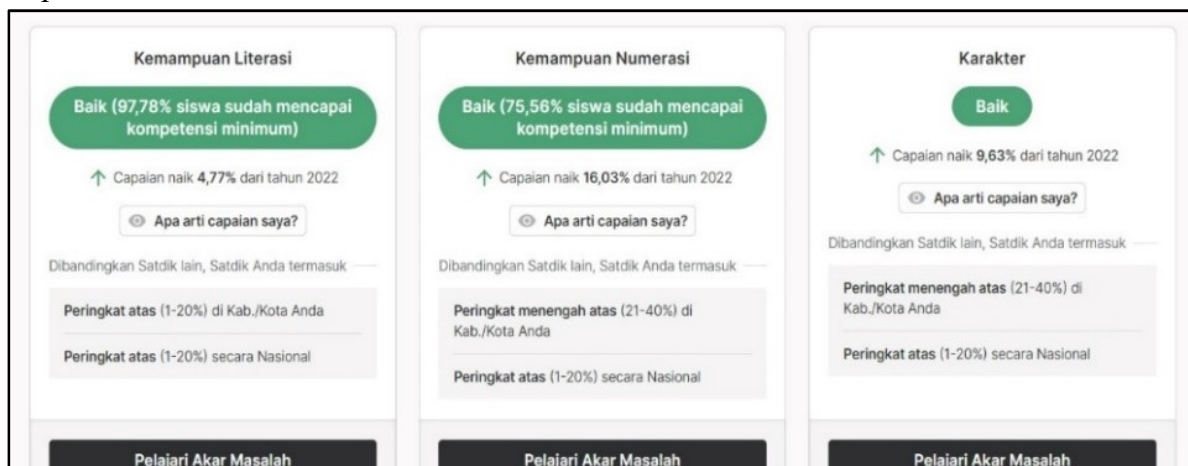
c. Results and Discussion of Educational Report Cards

The Education Report Card is designed to make it easier for teaching staff, such as school principals and teachers, to prepare data-based program plans contained in the Minimum Service Standards (SPM). This data-based planning will encourage the quality of education so that it is more focused and effective. Educational report cards are a platform that provides report data on the results of education system evaluations as a refinement of quality report cards. The evaluation report data was collected from the Computer-Based National Assessment (ANBK), which is an evaluation program organized by the Ministry of Education and Culture to improve the quality of education by photographing the input, process and output of learning in all educational units.

Computer-Based National Assessment, (Pusmendik Kemendikbud, 2022). includes:

- 1) Minimum Competency Assessment (AKM): measures literacy and numeracy abilities;
- 2) Character Survey: measures attitudes, values, beliefs and habits that reflect student character; And
- 3) Learning Environment Survey: measures the quality of various aspects of input and processes learning to teach in the classroom and at the educational unit level.

The following are the results of the 2023 State Middle School 283 Jakarta Education Report:



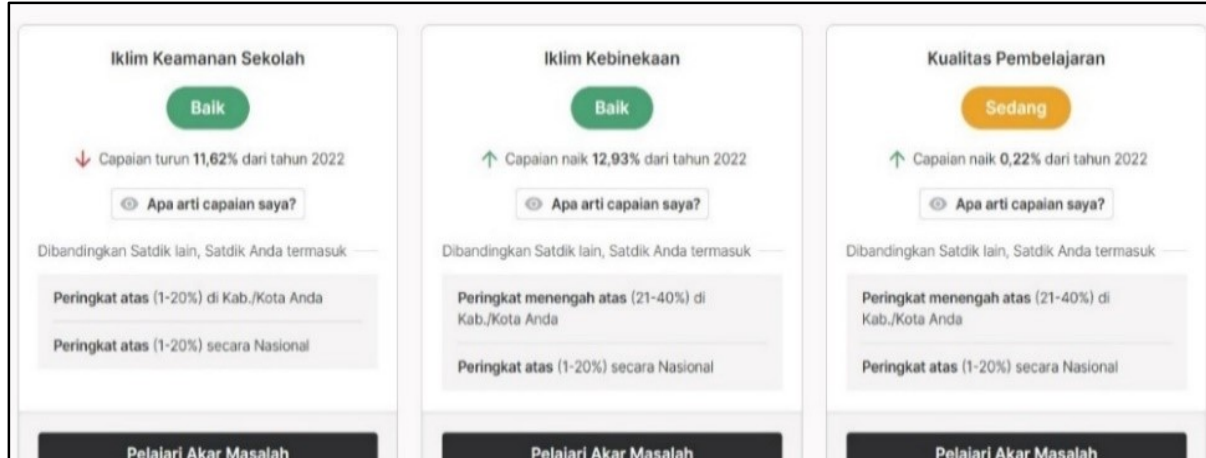


Image of Education Report Card for State Middle School 283 Jakarta

The results of the education report card for Lucus 1 show that 5 assessment variables are in the good category, and 1 is in the medium category. A total of 5 variables show increasing achievement and 1 variable shows decreasing achievement. Meanwhile, for ranking, 2 variables are in the top ranking at the district/city level and 4 variables are in the upper middle ranking position. For more details, see the table below:

Table of Assessment Results for State Middle School 283 Jakarta

No	Elements of Assessment	Assessment			Position	Ranking Position District (City)/National
		Good	Medium	Poor		
1.	Literacy skills	v			Up	Up/Above
2.	Numeracy ability	v			Up	Intermediate/Upper
3.	Character	v			Up	Intermediate/Upper
4.	School Safety Climate	v			Down	Up/Up
5.	Climate of Diversity	v			Up	Intermediate/Upper
6.	Quality of learning		v		Naik	Intermediate/Upper

The following are the results of the 2023 Global Islamic School Jakarta Middle School Education Report:

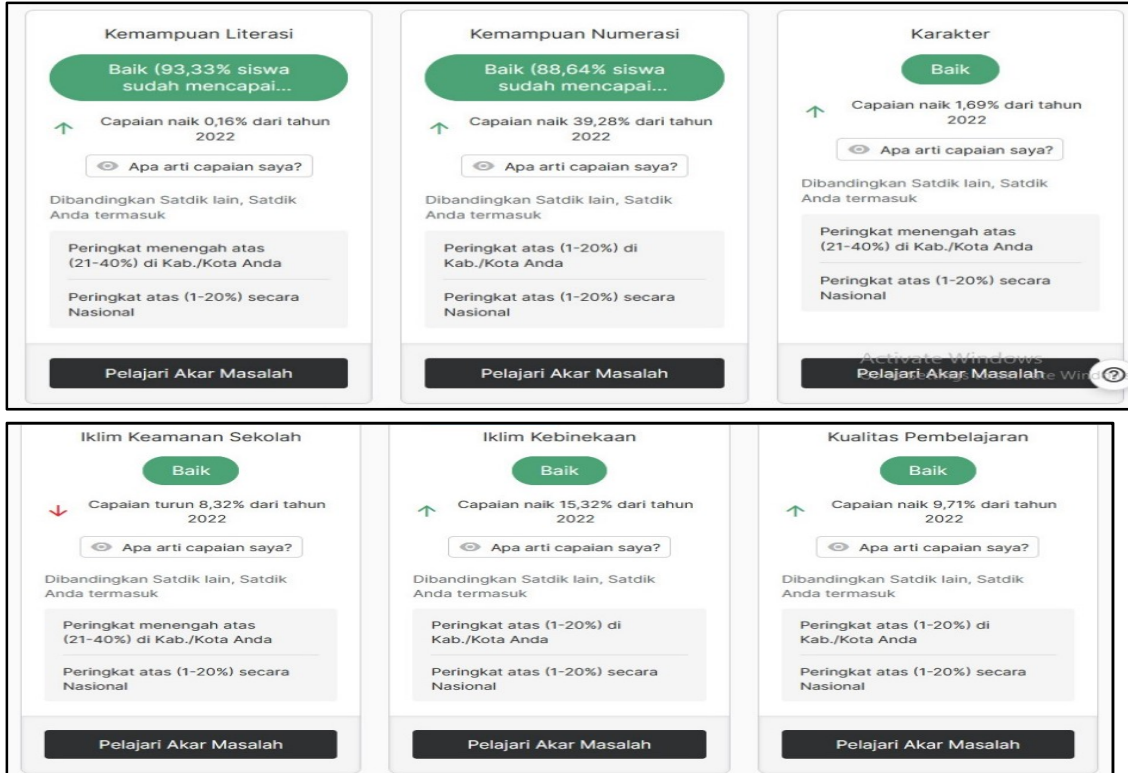


Image of Jakarta GIS Middle School Education Report Card

The results of the education report card at Lucus 2 showed that 6 assessment variables were all in the good category. A total of 5 variables experienced an increase in performance and 1 variable experienced a decrease in performance. Meanwhile, for ranking, 2 variables are in the top ranking position at the district/city level and 4 variables are in the upper middle ranking position at the same level. For more details, see the table below:

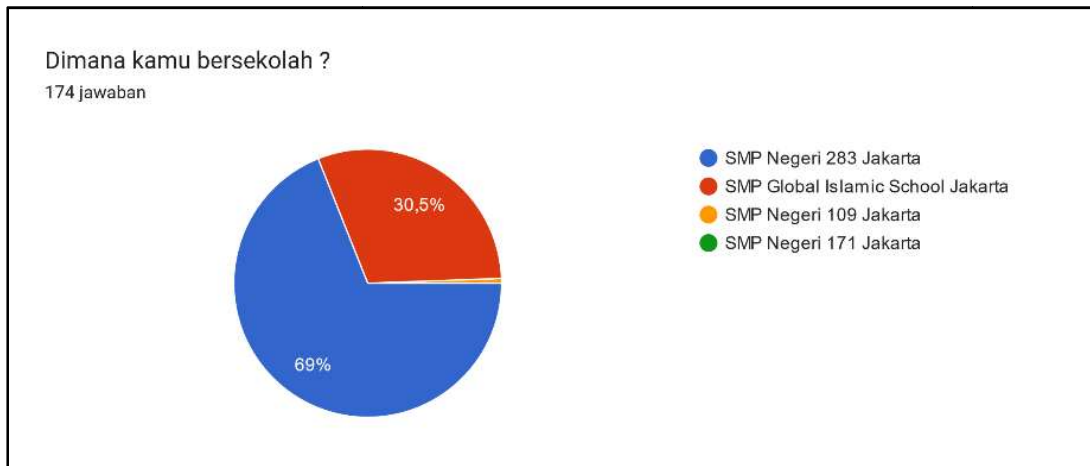
Table of Global Islamic School Jakarta Middle School Assessment Results

No	Elements of Assessment	Assessment			Position	Ranking Position District (City)/National
		Good	Medium	Poor		
1.	Literacy skills	v			Up	Intermediate/Upper
2.	Numeracy ability	v			Up	Up/Up
3.	Character	v			Up	Intermediate/Upper
4.	School Safety Climate	v			Down	Up/Up
5.	Climate of Diversity	v			Up	Up/Up
6.	Quality of learning	v			Up	Up/Up

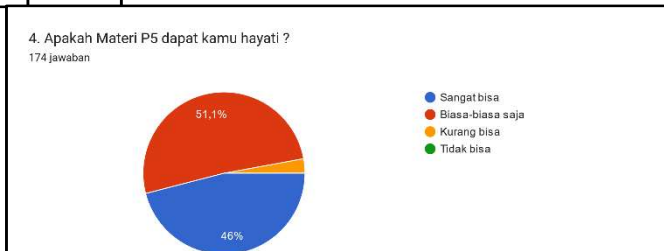
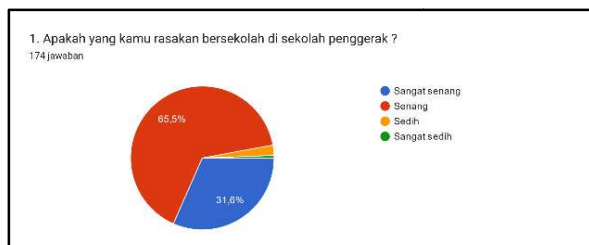
For city/district rankings with national rankings, there is something interesting. In the city/district. It is at the upper middle level, but at the national level it is at the top level. Based on data analysis, it turns out that competition at the city level is higher than at the national level.

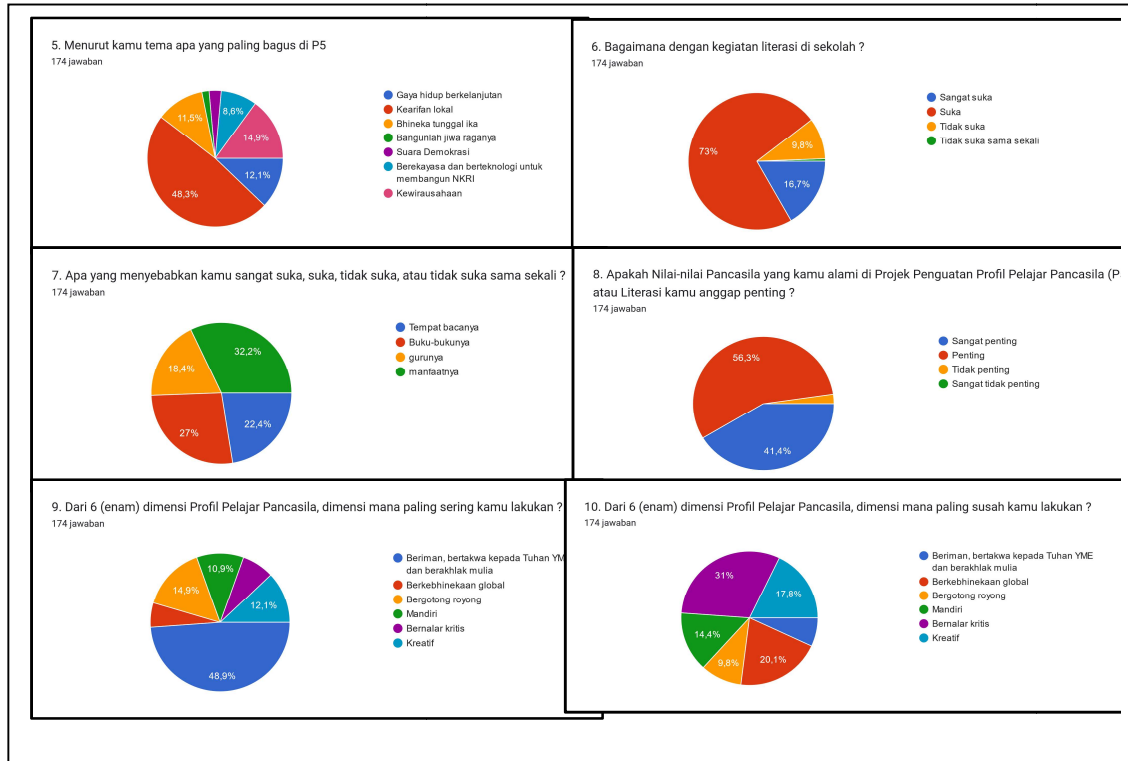
QUOTATIONS AND REFERENCES

To strengthen the research results at SMP Negeri 283 Jakarta and SMP Global Islamic School Jakarta, researchers also collected data from students regarding the learning they experienced at the driving school. The total number of respondents was 174 students. A total of 121 (69.5%) students were from locus 1 and 53 (30.5%) students were from locus 2.



Of the number of respondents, each answered 10 questions regarding the mobilization school program. The following are the results of a questionnaire using Google Form which was answered by 174 students from locus 1 and locus 2. What are the responses regarding literacy, the profile of Pancasila students, and the project to strengthen the profile of Pancasila students.





If we look at the responses from students regarding the process of implementing learning in the driving school program, it shows that students feel happy with their friends and the facilities. This shows that the level of respect for teachers and learning materials is still low. Regarding Pancasila values, the majority of students feel that they are very important and can be appreciated. In activity P5, the data shows that the theme that students like is the theme of local wisdom, while the theme they don't like is the voice of democracy. Regarding literacy, the majority of students also stated that they were very happy because of the books.

From the results of the Locus 1 and Locus 2 education report cards and the Locus 1 and Locus 2 student response survey, researchers obtained empirical data that the driving school program policy was acceptable to students. Elements that lead to the quality of learning and the quality of graduates have also increased. What needs attention is the teaching materials and teachers.

CONCLUSION

Based on the study, analysis and discussion, there are research findings regarding "Management of the Implementation of Driving School Program Policies in Realizing the Pancasila Student Profile" conclusions can be drawn:

a. General Conclusion

- 1) Policy Implementation Management for driving school programs involves two types of management, namely: school policy management and classroom learning management

- 2) In general, SMP Negeri 283 Jakarta and SMP Global Islamic School Jakarta have implemented school policy management and learning management in the classroom.
- 3) Teachers are the determinants in forming the character of the Pancasila Student Profile because of their involvement starting from planning, organizing, implementing, to monitoring.
- 4) The success of policy implementation is influenced by several factors: 1) learning leaders; 2) input (students); 3) supporting programs; 4) infrastructure; and 5) parental involvement; and 6) partnerships.

b. Special Conclusion

The results of the research regarding the implementation management of the Driving School Program Policy which was carried out in 2 (two) schools, namely: SMP Negeri 283 Jakarta and SMP Global Islamic School Jakarta, the researcher briefly describes as follows:

1) Planning for the implementation of the PSP policy in realizing the Pancasila student profile has been carried out in accordance with the principles of PSP program planning. This is proven by the following documents: 1) Decree regarding the Education Unit Implementing the Driving School Program; 2) Minutes of the meeting at the beginning of the new academic year; 3) Training for Heads Schools and Teachers; 4) Authentic proof of KOSP.

2) Organizing the management of the implementation of the PSP policy in realizing the Pancasila student profile is carried out by dividing tasks according to their responsibilities even though they are still constrained by human resources and the school's infrastructure.

3) Implementation of the PSP policy in realizing the Pancasila student profile has been running in accordance with school policy, although it is still not optimal in terms of utilizing existing resources.

4) Supervision of the implementation of the PSP policy in realizing the Pancasila Student Profile has been carried out by related parties both internally and externally, although it has not been optimal.

5) The function and role of supporting factors for implementing the PSP policy in realizing the Pancasila student profile include school resources (HR) and learning leaders, adequate facilities and infrastructure, which need to be improved so that the quality of results in realizing the Pancasila student profile is maximized.

6) The inhibiting factor in implementing the PSP policy in realizing the Pancasila student profile is differentiated learning which has not been carried out optimally by teachers. This is due to the lack of teacher understanding regarding PSP. On the other hand, students' psychosocial problems have not been handled properly, inadequate facilities and infrastructure including management, overlapping program policies, and partnerships that have not been optimally established.

7) Solutions for implementing the PSP policy in realizing the Pancasila student profile can be achieved by consolidating the organization, unifying concepts, equalizing perceptions,

improving learning quality standards, short-term solutions, medium-term solutions, long-term solutions, and developing partnership relationships.

8) The indicator of success in forming the Pancasila Student Profile Character is the output of outstanding and superior students, shown by the increase in achievements achieved by students both academically and non-academically, which can be seen from the increase in the number of people accepted into selected secondary schools and the trust of the community with the indicator being the enthusiasm/interest of the community in taking admission. New Students (PPDB).

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